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Course Profile

English

Grade 11
College Preparation
ENG3C

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2001

BDR-5201
ONEC

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Associations
English Language Arts Network (ELAN)

OCT 25 2001
OISE/UT

Course Overview
English, Grade 11, College Preparation, ENG3C

Prerequisite: English, Grade 10, Applied

Description

This course emphasizes the development of literacy, critical thinking, and communication skills. Students study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyse media forms, audiences, and media industry practices. An important focus is on establishing appropriate voice and using business and technical language with precision and clarity.

Course Notes

The Grade 11 English College Preparation course prepares students for the Grade 12 College Preparation course. The goal of the Grade 11 course is the further development of language literacy skills. The course is grounded in recognition of the importance, for all students, of language and literature in learning and everyday life.

The English program is described in *The Ontario Curriculum, English, Grades 11 and 12, 2000* in four strands: Literature Studies and Reading, Writing, Language, and Media Studies. This Grade 11 College Preparation profile has been organized thematically into four units, with a final culminating activity as a fifth unit. Each of the units incorporates overall and specific expectations from each of the strands. This organizational structure supports an integrated approach to the teaching and learning of the 12 overall and 47 specific expectations.

Language literacy is fundamental to learning in all subjects. Teachers of English should work with other subject teachers in the school to support a planned and consistent approach to student language proficiency across the Grade 11 program, based on the Communication category of the Achievement Chart found in each curriculum document.

This Grade 11 College Preparation English course profile has been developed to link units through a progression of skills, and in some cases, content. Local circumstances may dictate some variation in the sequence suggested below, but it is essential to begin with Unit 1, since the skills developed in this unit are applied in other units. Unit 5, which can be used as part of the final evaluation, must be the last unit of the course.

The activities follow the same sequence in each unit. Activity 1 is used as an introduction of the focus of the unit and to create a personal connection with the student. Activity 2 is based on literature that emphasizes the focus and may be fiction or non-fiction, and any genre. This activity allows teachers to select a variety of literature. Activity 3 concentrates on the use and the role of technology. Activity 4 emphasizes the proper use of language conventions in context. Each unit follows the design down model with the first four activities leading to the final performance task. This profile concentrates on the use of the writing expectations and the use of the writing process.

The profile writers have assumed full implementation of *The Ontario Curriculum*, Grades 1-8 and Grades 9 and 10, and have described specific language and writing instructional strategies based on Grade 11 expectations. They recognize, however, as will classroom teachers, that not all Grade 11 students will have achieved skills that have been taught in Grades 1-10 to the same level. Some reading, language and writing expectations particularly need to be revisited, reviewed, re-taught, and practised regularly before all students are able to achieve and maintain them at an appropriate level. Teachers, therefore, may need to adapt the strategies suggested for the Grade 11 expectations to address student learning gaps in the reading, language and writing skill areas in their individual classrooms.

Units: Titles and Time

* Unit 1	You've Got Mail	22 hours
Unit 2	Speak Your Mind	27 hours
Unit 3	Fiction to Fact	25 hours
Unit 4	Inside/Outside	18 hours
Unit 5	Destinations	18 hours

* This unit is fully developed in this Course Profile.

Unit Organization

Unit 1: You've Got Mail

Time: 22 hours

Unit Description

Students focus on the various forms of personal and business communication. They read letters used in a fictional context to gain an understanding of the importance of written communication in their private and public life. The use and implications of on-line communication are considered. The culminating activity is a collection of correspondence tied together by a common thread.

Unit Overview Chart

Cluster	Expectations	Ach.	Focus
1.1 Making a Connection Getting to Know Me (approx. 1 hour)	LAV.01, WRV.02, WRV.03, LA1.02, LA1.04, LA1.05, WR2.02, WR3.01	K/U	Communicating a clear message to an identified audience. - Letter writing as means of personal introduction and self-promotion to identified audience. - Diagnostic tool for language conventions.
1.2 Literature (approx. 5 hours)	LSV.01, LSV.02, LSV.03, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LS1.01, LS1.02, LS1.03, LS1.04, LS1.05, LS2.01, LS3.01, LS3.02, LS3.03, WR2.01, WR2.02, WR3.01, WR4.01, WR4.02, WR4.03, WR5.04, LA1.01, LA1.02, LA1.03, LA1.04, LA1.05	K/U; C; A	Using letters, memos, and reports as methods of communication for specific audiences. - Review the elements of different genres. - Examine the pros and cons of forming relationships on-line. "Intimate Strangers." - Write a letter to one of the characters in the essay. - Write a response journal regarding their experiences with technical communications. - Illustrate use of letters in literature to develop plot/character e.g., excerpt from "Macbeth" or "Zero Hour." - Write a memo to the members of the household. - Read the short story "Identities" to explore role of appearance in presenting image of self and write an incident report. - Write a response journal on the effect of appearance on self and others.

K/U = Knowledge/Understanding
C = Communication
T/I = Thinking/Inquiry
A = Application

1.3 Technology (approx. 6 hours)	WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MDV.01, WR2.01, WR2.02, WR3.01, WR3.04, WR4.01, WR4.02, WR4.03, WR5.02, WR5.04, LA1.03, LA1.04, LA1.05, LA2.01, LA2.05, MD1.01, MD1.02, MD1.03	K/U; T/I; C	Examining the impact of electronic communication in today's society. - Examine advantages and disadvantages of entrepreneurial and big business, their means of promotion and benefits, and detriments of e-mail communication. - Create and present orally, a pamphlet on e-mail etiquette, "netiquette," safety precautions, and vocabulary for formative feedback. - Write a Response Journal on the benefits of dealing with and working for, a big vs. small company.
1.4 Language Models of different types of Communication (approx. 4 hours)	LAV.01, LAV.02, LA1.03, LA1.04, LA1.05, LA2.01, LA2.05	K/U; C	Looking at technological changes in communication and their effects on society and business. - Compile list of effective methods of technological communication and discuss the pros and cons. - Trace an inter-office memo. - Create a voice message, written or recorded. - Plan a Town Hall meeting on a chosen issue.
1.5 Culminating Activity Create a collection of correspondence (approx. 6 hours)	WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, MDV.01, MDV.02	K/U; T/I; C; A	Creating a book of correspondence and media work. - Students create a collection of correspondence that includes the different types of communication. - Students deliver the same message to different people using various formats. - Students create a media work.

Unit 2: Speak Your Mind

Time: 27 hours

Unit Description

Students develop skills in paragraph and essay writing. An *intensive* novel study could take place over the course of the unit. They use research and oral presentation skills to develop a clear stand on an issue. Students use graphic organizers to record and sort information. They gain an understanding of the importance and use of proper documentation techniques. The culminating activity is a five-paragraph essay on an issue of student interest.

Unit 2 Overview Chart

Cluster	Expectations	Ach.	Focus
2.1 Making a Connection Diagnostic work using a graphic organizer (1 hour)	WRV.03, LAV.01, LAV.02, WR3.01, LA1.01, LA1.02, LA1.04, LA1.05, LA2.01, LA2.02, LA2.03	K/U; T/I; C	Gathering, selecting, and analysing information to present a coherent argument in essay form on a significant issue. - Teacher leads a discussion on an issue. - Brainstorm the pros and cons of an issue: Smart Cards, Video Surveillance, and Young Offenders Act. - Teacher models the use of an organizer and students choose from four or five examples. - Complete a response journal reflecting on a personal connection to a chosen issue.

2.2 Literature Poetry, short stories, songs, short drama, will be used to present various issues (12 hours)	LSV.01, LSV.02, LSV.03, WRV.01, WRV.03, LS1.01, LS1.02, LS1.03, LS1.04, LS1.05, LS2.01, LS2.02, LS3.01, LS3.02, WR1.01, WR1.02, WR1.04, WR3.01, WR3.04	K/U; T/I; C; A	Using graphic organizers to sort pros and cons of an issue presented in the literature. - Content quiz as a formative assessment. - Students study the play or view a film such as, *12 Angry Men*, (1957/1997). - State the qualities of a film that make it a classic. - Identify the difficulty of having a minority opinion and the courage to speak up against a majority view. "Warren Pryor"- parental pressure, *Of Mice and Men* treatment of handicapped, roles in a marriage, taking justice into your own hands, *Flowers for Algernon*, *Awakenings* treatment of handicapped, ethics of science. - Brainstorm pros and cons of an issue presented in the literature and present orally for formative feedback.
2.3 Technology Research On an issue Documentation of research (5 hours)	LSV.01, LSV.02, WRV.01, WRV.02, WRV.03, MDV.01, LS1.01, LS1.02, LS1.04, LS1.05, LS2.01, LS2.02, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR3.01, WR3.03, WR3.04, MD1.01	K/U; T/I	Developing effective research skills. - Discuss research, including documentation, reliability, and validity of sources, note taking skills, and use of graphic organizer. - Research, through the Internet and Library/Resource Centre resources, a teacher approved topic for the culminating essay.
2.4 Language Focus on form, language, and process for essay writing. (4 hours)	LAV.01, WRV.04, WRV.05, LA1.01, LA1.02, LA1.04, LA1.05, WR4.01, WR4.02, WR4.03, WR4.04, WR5.01	K/U; T/I; C	Reviewing topic sentences, paragraph structure and transitions, thesis statement, introduction, and conclusion. - Teacher collects outline for formative feedback. - Develop a vocabulary list of legal terms from literature or television. - Create a dialogue in the model of an interrogation. Where were you on Monday? - Write a grammar test for formative feedback.
2.5 Culminating Activity Five paragraph essay/oral presentation (5 hours)	WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01	K/U; T/I; C; A	Writing a five-paragraph persuasive essay and presenting orally. - Checklist for self and peer evaluation. - Teacher provides a rubric. - Students present a two-minute public service announcement based on their essay. - Teacher may have the class participate in a mock trial as part of the oral presentation evaluation. - Summative: Essay/Oral presentation

Unit 3: Fiction to Fact

Time: 25 hours

Unit Description

Students distinguish fact, opinion, bias, and reliable sources in media and written works. They practise oral language and presentation skills through the creation of an infomercial. Students develop an understanding of the power of language and its use in advertising. The culminating activity is a report on the accuracy of media's portrayal of teenagers.

Unit 3 Overview Chart

Cluster	Expectations	Ach.	Focus
3.1 Making a Connection Personal Timelines Diagnostic: Timeline of teenage life in the 50s, 60s, 70s, 80s 90s and 00s (2 hours)	WRV.02, WRV.03, WR2.02, WR3.01	K/U; T/I; C	Communicating messages in various ways and looking at the impact of time on the way situations are viewed. - Brainstorm important events and people of the last 50 years. - Teacher explains the importance of context; presents the concept of an historical timeline and the idea that history repeats itself. - Students in small groups brainstorm and create a visual timeline of a selected decade. Topics to consider are: music, dress, issues, food, education, slang expressions, fads, sports, transportation, science, and politics. - Groups present orally using the 5W's. Who was important? What events took place? Where did the important events occur? When was the most significant event? Why was this decade important? - Write a response journal. How do you think 2010 will be remembered?
3.2 Literature Fiction to fact Poetry, Short Stories, Songs, short drama, novels (8 hours)	LSV.01, LSV.02, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LS1.01, LS1.02, LS1.03, LS1.04, LS1.05, LS2.01, WR2.01, WR2.02, WR3.01, WR3.04, WR4.01, WR4.02, WR4.03, WR4.04, WR5.01, WR5.02, WR5.04, LA1.01, LA1.02, LA1.03, LA1.04, LA1.05	K/U; T/I; C; A	Turning fiction into fact. - Select literature that deals with teenagers as main characters. - Based on the events and characters in selected literature, students write: a news report incorporating the 5 W's. "David" by Earl Birney, editorial, letter to the editor, editorial cartoon - Students look at the predictions made in science fiction and compare vision of future to present. - Consider: Is Big Brother watching us? 1984. Students compare the reactions of characters in crisis situations to their reaction. - Compile a list of terminology used in science fiction.

3.3 Technology Reliability of information. Internet, newscast, newspaper, movies, infomercials, docudrama (5 hours)	LSV.01, LSV.02, LSV.03, LAV.02, MDV.01, MDV.02, LS1.01, LS1.02, LS1.03, LS1.03, LS1.04, LS1.05, LS2.01, LS2.02, LS2.03, LS3.01, LS3.02, LS3.03, LS3.04, LA2.01, LA2.02, LA2.03, LA2.04, LA2.05	K/U; T/I; C; A	Determining what is fact or fiction; what is reliability of resource material and how to make that judgement through examination of Internet, tabloids, and business and technical trade magazines. - Small groups create a poster that reflects bias and establish guidelines to recognize fact or opinion. Present orally. - Choose a topic to present in 3.4 infomercial. - Compare three sources of information on the same subject (e.g., recycling, global warming) from newspaper, magazine, professional publication, newscast, documentary. - Compare the difference in presentation of information on the Internet vs. newspaper. - Identify the changes that occur in the posting to the website of a newspaper, local or national.
3.4 Language Focus on report writing Language of advertising (5 hours)	WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, MDV.01, MDV.02, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR3.01, WR3.02, WR3.04, WR4.01, WR4.02, WR5.02, WR5.04, LA1.01, LA1.02, LA1.03, LA1.04, LA1.05, MD1.01, MD1.02, MD1.03, MD1.04, MD2.01, MD2.02		Examining different types of reports: incident, proposal, progress, news, business, committee, research, lab, and medical. - Identify the difference between an essay and a report. - Review the parts of an advertisement, persuasive language, bias, and the power of visuals or graphs. - Create and present a teenage infomercial based on a specific decade or topic chosen in 3.3. - Use appropriate language and vocabulary. - Determine what is fact and opinion/fiction using guidelines developed in 3.3. - Identify concrete and abstract words from various sources, assess their effectiveness. - Develop an outline for a magazine based on a decade or topic and use appropriate language and voice for an identified audience. Students may produce the publication electronically. - Peer edit to identify and correct errors.
3.5 Culminating Activity Report. (5 hrs)	LSV.01, LSV.02, WRV.01, WRV.02, LSV.05, WRV.03, WRV.04, WRV.05, LA2.01, MDV.02	K/U; T/I; C; A	Writing of a research report. - Teacher provides rubric - Students write a report based on three identified aspects of teenage life in the past, present or future identified in 3.1. - Include documentation of primary and secondary sources gathered throughout the unit, include reference to charts and/or graphs, visuals.

Unit 4: Inside/Outside

Time: 18 hours

Unit Description

Students gain an understanding and awareness of the contradiction between the external persona and internal self. They consider sources of inspiration in the lives of themselves and others, both real and fictional. The culminating activity is an oral presentation and media work created to illustrate and explain this dichotomy.

Unit 4 Overview Chart

Cluster	Expectations	Ach.	Focus
4.1 Making a Connection Sources of Inspiration (approx. 1 hour)	WRV.02, WRV.03, LAV.01, WR2.01, WR2.02, WR3.01, LA1.01, LA1.02, LA1.04, LA1.05	K/U; T/I; C;	Identifying the difference between what appears to be and what is reality, in both people and situations. - Discuss difference between inner and outer self and the influence others have on you and you have on others. - Identify important or inspirational people/events in their lives. - Create a six-frame comic strip to illustrate the contrast between what characters say and think.
4.2 Literature Poetry, short stories, songs, short drama, film, novel, biography, autobiography (6 hours)	LSV.01, LSV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LS1.01, LS1.02, LS1.03, LS1.04, LS1.05, LS2.01, LS2.02, LS2.03, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR3.01, WR3.04, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, WR5.04, LA1.01, LA1.02, LA1.03, LA1.04, LA1.05	K/U; T/I; C	Studying literature to focus on the theme of appearance vs. reality. - Examine the importance of goal setting, following a dream, and outside influences that affect that realization. - Analyse fictional characters using a graphic organizer to contrast inner to external self. - Develop action plans for characters' goals, identify the steps to achieve them and success. - Identify outside influences that affected the characters' plans. - Examine "Superman", the hero vs. the man, why the physical transformation is necessary. - Identify the qualities of a superhero. - Compare film, TV, and comic book versions. - Create a superhero. Include: illustrations of before and after, name, special powers, and character sketch of person and hero.

4.3 Technology Use of technology for presentation skills (5 hours)	LSV.01, LSV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LS1.01, LS1.02, LS1.03, LS1.04, LS1.05, LS2.01, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR3.01, WR3.04, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, WR5.04, LA1.01, LA1.02, LA1.03, LA1.04, LA1.05	K/U; T/I; C	Using technology for presentation skills. - Choose a character from literature studied. - Develop a timeline for the character, identifying significant people, and events. - Develop a visual presentation, "Life and Times" of the character. - Students may view a "Life and Times" program. - Select a format for presentation: photo album, electronic slide show, video, brochure, and desktop publishing. - Document research and provide a visual component. - Students in small groups select a superhero and examine the role of technology and special powers (Six - Million Dollar Man/Woman, Power Rangers). - Students create a poster to illustrate the various special powers and their uses (x-ray vision, laser guns, strength).
4.4 Language Focus on oral language skills (3 hours)	LAV.01, LAV.02, LA1.01, LA1.02, LA1.04, LA1.05, LA2.01, LA2.02, LA2.04, LA2.05, LA2.06	K/U; T/I; C; A	Using oral language skills. - Teacher reviews effective presentation techniques, including removal of barriers, the four C's, proper use of language, oral and body. - Use a checklist for self and peer assessment. - Oral presentation of "Life and Times."
4.5 Culminating Activity (3 hours)	LAV.01, LAV.02, LSV.01, LSV.02, MDV.02	K/U; T/I; C; A	Focus: creating a media work, treasure box, mask, book, reflecting external persona vs. internal self of the chosen person, fictional or real. - Teacher provides a rubric

Appendix

Inside/Outside - Culminating Activity Rubric

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge/ Understanding Understanding of relationships (inside/outside)	- demonstrates limited understanding of the contrast between the inner self and the exterior persona	- demonstrates some understanding of the contrast between the inner self and the exterior persona	- demonstrates considerable understanding of the contrast between the inner self and the exterior persona	- demonstrates thorough and insightful understanding of the contrast between the inner self and the exterior persona
Thinking/Inquiry Critical and creative thinking skills (media product)	- uses critical and creative thinking skills with limited effectiveness	- uses critical and creative thinking skills with moderate effectiveness	- uses critical and creative thinking skills with considerable effectiveness	- uses critical and creative thinking skills with a high degree of effectiveness

Communication Application Media product (mask, treasure box, book), content and design (balance, colour, emphasis, focal point, line, harmony, proportion, shape, space, texture, movement)	- work shows a limited understanding of the purpose of conveying a visual message - work lacks focus and does not present a clear message - demonstrates little or no ability to elicit a response from the viewer	- work provides a clear visual message; uses some design skills to produce a pleasing effect	- work provides a clear, interesting, visual message; uses design skills and emotional appeals to attract the audience	- work provides a clear visual message at the symbolic and literal levels; uses design skills effectively to capture attention and emotions of the audience

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment.

Unit 5: Destinations

Time: 18 hours

Unit Description

Students develop an anthology that focuses on a destination (educational investigation, recreational idea, travel plan, business plan, personal goal, career search) and the strategies needed to get there. They set goals, develop an action plan, and identify the barriers and pathways to their destination. Emphasis is on the importance of gathering research from reliable sources, planning, critical thinking, and problem solving. Students consider what can realistically be planned, develop a plan, and identify the importance of having a plan. Subtasks 1 through 4 are devoted to student work on final anthology. The oral presentation is delivered in subtask 5.5. This unit can be part or all of the final 30%.

Unit 5 Overview Chart

Cluster	Expectations	Ach.	Focus
5.1 Making a Connection Where are you going and how are you going to get there? (3 hours)	WRV.03, WR3.01	K; T; C	Creating a plan for a chosen destination. - Teacher introduces the culminating activity, a personal anthology based on a destination, provides rubric, and reviews importance of recording information. - Teacher introduces the idea that "It's not the destination, but the journey that is important." - Brainstorm ideas to create a webpage to illustrate their destinations in one of the following areas: educational investigation, recreational idea, personal goal, travel plan, career search. - Students create an Action Plan/Timeline to address their teacher-approved, chosen journey and ultimate destination (to be included in anthology).

5.2 Literature Quest theme reflected in literature, film, music, drama, and poetry. (5 hours)	LSV.01, LS1.01, LS1.02, LS1.04, LS1.04, LS1.05	K; T; C; A	Reading selected literature that focuses on a character's journey - Identify the components of "The Quest" genre. - Create a plot graph to outline their journey identifying three significant events. - Write an essay about their journey highlighting three events (to be included in anthology).
5.3 Technology Map the journey to a destination. (4 hours)	LSV.01, WRV.01, MDV.01, LS1.01, LS1.02, LS1.04, WR1.01, WR1.02, WR1.03, WR1.04, MD1.01	K; T; C; A	Collecting information, which relates to the chosen destination and documenting reliable sources. - Use technology and research to plan and visually represent their journey (to be presented in 5.5). - Compile a resource list (to be included in 5.5).
5.4 Language Peer editing (2 hours)	LAV.01, LAV.02, LA1.01, LA1.02, LA1.03, LA1.04, LA1.05, LA2.01, LA2.02, LA2.06	K; T; C; A	Identifying language for anthology. - Develop a glossary of related terminology and appropriate level of language. - Write a letter from their destination to someone who helped or hindered them in their journey (to be included in the anthology).
5.5 Culminating Task Personal Anthology (4 hours)	LSV.01, LSV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, MDV.02	K; T; C; A	Creating a personal destination anthology. The anthology includes: - A timeline, action plan, essay, letter, resource list, visual presentation. - Students orally present a visual representation of journey.

Appendix 5

Destinations – Culminating Activity Rubric

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 5 (80 - 100%)
Knowledge/ Understanding Knowledge of self, of destination, and how to get there	- limited knowledge of self, unrealistic goal, inconsistent or unrealistic plan	- some knowledge of self and destination, but unclear or unrealistic plan	- considerable knowledge of self; clear destination and appropriate plan	- thorough, focused knowledge of self and destination, detailed, realistic plan
Knowledge of form and style in writing	- demonstrates limited knowledge of forms and styles	- demonstrates some knowledge of various forms and styles	- demonstrates considerable knowledge of various forms and styles	- demonstrates thorough knowledge of a variety of written forms; confident, skillful style

Thinking/ Inquiry Demonstrates critical and creative thinking skills (story telling, action plan, letter, map)	- uses critical and creative thinking skills with limited effectiveness	- uses critical and creative thinking skills with moderate effectiveness	- uses critical and creative thinking skills with considerable effectiveness	- uses critical and creative thinking skills with a high degree of effectiveness
Inquiry skills (research, glossary)	- applies few skills	- applies some of the skills involved in the inquiry process	- applies most of the skills involved in researching	- applies all or almost all of the skills involved in the inquiry process
Communication Communicates information and ideas with logical organization	- organization is confusing, random	- organizes content clearly	- organizes content clearly and coherently	- skillful organization and coherence enhance understanding
Communicates for different purposes and audiences	- uses unclear or inappropriate voice style and language	- uses voice, style, and language that is inconsistent or inappropriate	- uses clear, consistent voice; appropriate language and effective style	- uses distinctive voice, effective vocabulary and style
Uses various forms of communication	- uses few forms	- uses some different forms	- considerable control of a variety of forms	- confident control of several forms
Application Conventions	- uses language conventions with limited accuracy and effectiveness; errors sometimes impede expression and comprehension	- uses language conventions with some accuracy and effectiveness; errors occasionally detract from meaning	- uses language conventions with considerable accuracy and effectiveness; errors do not detract from overall meaning	- uses language conventions skillfully and effectively; errors may be the result of risks taken by the writer and do not detract from overall meaning
Technology (choice of tools and software, ethical use)	- limited use of technology	- some use of technology	- considerable use of appropriate technology to support content and enhance presentation	- skillful, confident, effective use of appropriate tools and software to support and enhance presentation

Making Connections (student connects with the outside world)	- unclear connection between the student and his/her destination	- some connection between the student and his/her destination	- clear, logical connection between the student and his/her destination	- interesting, thoughtful, insightful connection between the student and his/her destination
Map (audience appeal and purpose)	- map is unclear, lacks detail and fails to communicate a message	- map has some detail; is related to and supports purpose	- map has considerable detail and clearly supports purpose	- map is highly interesting, uses extensive detail, is easy to see and understand; shows outstanding effort; effectively supports purpose
Oral presentation	- was difficult to hear; used few or distracting gestures and props; little attempt at eye contact	- could be heard most of the time; used some gestures and props; attempted to maintain eye contact	- spoke audibly and with expression; used gestures and props; maintained good eye contact	- spoke audibly and expressively; used engaging gestures and creative props; maintained excellent eye contact

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment.

Teaching/Learning Strategies

Language is best learned through activities that present stimulating ideas, issues, and themes that are meaningful to students. Teachers must use a rich variety of teaching/learning activities in all English programs to accommodate the diverse learning styles of students. They should select classroom activities that are based on an assessment of students' individual needs, proven learning theory, and best practice.

The units and culminating activities in this profile reflect the research on Multiple Intelligences (e.g., *Frames of Mind,* Howard Gardner), which encourages the development of linguistic, mathematical, musical, kinaesthetic, spatial, interpersonal, intrapersonal, and natural intelligences. It is important for students to have access to a variety of opportunities to present what they know according to their talents or intelligences. Such an approach builds on student interests and talent necessary to make English a highly engaging course.

Exemplary Instructional Strategies in Grade 11 English

- provide for explicit teaching of knowledge and skills;
- encourage maximum student engagement in the learning activity;
- encourage student choice regarding the processes and products of learning in the English classroom;
- include whole class, small group, and individual instruction;
- encourage students to reflect on their learning: to clarify, elaborate, describe, compare, negotiate, and reach consensus on what expectations mean to them;
- use electronic technology as appropriate;
- address a variety of learning styles in each unit;

- allow for modifications to be made for exceptional students;
- promote direct involvement in a variety of concrete experiences and abstract thinking which enable students to construct their own understanding of concepts and principles;
- provide opportunities for genuine inquiry - to generate questions, apply a variety of investigative approaches, and to communicate learning in a variety of ways;
- engage students in self- and peer assessment;
- use formative assessment to provide opportunities for practice and consolidation;
- connect with expectations from other subject areas as appropriate;
- make authentic connections with the classroom, the school, the local community, and the school at large;
- respect the cultural diversity of Ontario classrooms.

The Ontario Curriculum mandates student-learning expectations; it does not mandate teaching strategies. It is the professional responsibility of teachers to determine the most appropriate and effective ways to address the achievement of the learning expectations for students in their classroom. *The Ontario Curriculum* does, however, provide possible teaching strategies within its description of the expectations. These strategies have been incorporated into this course profile.

Assessment & Evaluation of Student Achievement

Assessment is the systematic process of collecting information or evidence about student learning; evaluation is the judgment teachers make about the assessments of student learning based on established criteria. The units in this profile include suggestions for diagnostic, formative, and summative assessments. Diagnostic assessment is used at the beginning of a unit to help determine a starting point for instruction. Formative assessment provides information to students, as they are learning and refining their skills. Summative assessments, at the end of units and the course, give students an opportunity to synthesize/apply/demonstrate their learning. Summative assessments are counted toward the student's final mark.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, English teachers must use the assessment and evaluation strategies outlined on p. 13 of *Program Planning and Assessment, The Ontario Curriculum Grades 9 to 12, 2000.*

Embedded in this course profile is the wide variety of assessment strategies and tools available to teachers of English: teacher observation, oral presentations, interviews, essays, reports, letters, quizzes, tests, examinations, learning logs, performance tasks, portfolios, self-assessment, peer assessment, journals, media works, checklists, questions, and answers.

Because this profile has been developed using the "design down" model, the course profile writers began their work by designing culminating tasks or activities for each of the five units that addressed the overall expectations, and by working backwards from there. A culminating activity is a summative evaluation, which provides an opportunity for students to perform, create, or demonstrate significant skills and knowledge. Culminating activities have a real world context, involve higher-level knowledge and skills than could be achieved through an isolated application, and establish clear criteria and levels for judging the quality of the performance. Task-specific rubrics are the most effective way to assess culminating activities and have been included with each unit in this profile.

Rubrics focus student attention on the specific knowledge and skills embedded in particular assignments. When they are combined with exemplars of student work, rubrics clarify for students the possible improvements and identify the next steps.

Initial assessment tasks (diagnostic assessment) have been built into the first unit to help teachers determine, in a preliminary way, the strengths and weaknesses of their students. The results of this diagnostic assessment will also help teachers to plan (using the mini-lesson framework provided) specific Writing and Language lessons to address both the Grade 11 expectations and any learning gaps, which are evident. Specific diagnostic activities are not built into the beginning of each of the other units in the same way, but it is expected that teachers continue to plan their own classroom instruction on a daily basis, using the results of ongoing diagnostic assessment of their students' learning needs. Each unit does include learning tasks and appropriate formative assessments, which support the learning to be demonstrated in the culminating task.

The student's final percentage grade is based on achievement only. Learning skills, punctuality, and attendance are recorded on the Provincial Report Card. The learning skills are the ability to work independently, teamwork, organization, work habits/homework, and initiative.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

Exceptional pupils should be given every opportunity to achieve the learning expectations set out in *The Ontario Curriculum* policy documents. Sample teaching, learning, and assessment strategies for helping exceptional students achieve English curriculum expectations are provided in the units developed in this profile. The profile writers have also built a significant amount of student choice into the suggested learning and assessment activities to support the needs of exceptional students, including gifted students.

Adjustments must also be made by the teacher to acknowledge the range and diversity of cultural understandings possible within the classroom, and accommodations may be necessary for the success of students for whom English is a second language.

Resources

Units in this profile make reference to the use of specific texts, magazines, films, and videos in the Teaching/Learning Strategies. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Adler, Ronald B. and Jeanne M. Elmhorst. *Communication at Work: Principles and Practices for Business and the Professions*. Boston: McGraw Hill, 1999. ISBN 0-07-303433-9

Beebe, Linda, ed. *Professional Writing for the Human Services*. Washington: NASW Press, 1993.

Biays, John Sheridan and Carol Wershoven. *Along these Lines: A Course for Developing Writers*. New Jersey: Prentice Hall, 1998. ISBN 0-13-398447-8

Blicq, Ron. *Communicating at Work*. Scarborough: Prentice-Hall, 1997. ISBN 0-13-324674-4

Buckley, Joanne. *Fit to Print: The Canadian Student's Guide to Essay Writing*. Toronto: Harcourt Brace, 1998. ISBN 0-7747-3585-6

Clines, Raymond and Elizabeth Cobb. *Research Writing Simplified: A Documentation Guide*. Florida: Addison-Wesley, 1997. ISBN 0-673-98084-7

Dodds, Jack and Judi Jewinski. *The Ready Reference Handbook.* Toronto: Allyn and Bacon, 2000. ISBN 0-13-027246-9

Edwards, N., B. Evoy, L. Hopperton, and T. Reimann. *Foundations of Canadian College English.* Toronto: Nelson, 1996. ISBN 0-17-605551-7

Ellis, Dave. *Becoming a Master Student.* Boston: Houghton Mifflin, 2000. ISBN 0-395-98517-X

Engkent, Lucia and Garry Engkent. *Groundwork: Writing Skills to Build On.* Toronto: Prentice-Hall, 2001. ISBN 0-13-011480-4

Flachmann, Kim. *Mosaic: Focusing on Paragraphs and Essays.* Toronto: Pearson Education Canada Inc., 2001. ISBN 0-13-988321-5

Flachmann, Kim. *Mosaic: Focusing on Sentences and Paragraphs in Context.* Toronto: Pearson Education Canada Inc., 2001. ISBN 0-13-988338-X

Floyd, Richard. *Success in the Social Sciences: Writing and Researching for Canadian Students.* Toronto: Harcourt Brace, 1995. ISBN 0-7747-3360-8

Guffey, Mary Ellen and Brendan Nagle. *Essentials of Business Communication.* Scarborough: Nelson, 1997. ISBN 0-17-605610-6

Guffey, M., K. Rhodes, and P. Rogin. *Business Communications: Process and Product.* Toronto: Nelson, 1999. ISBN 0-17-616560-5

Hacker, Diana. *A Canadian Writer's Reference.* Scarborough: Nelson, 2001. ISBN 0-17-616924-5

Huseman, R., D. Stockmayer, J. Lahiff, and J. Penrose. *Business Communication: Strategies and Skills.* Toronto: Harcourt Brace, 1996. ISBN 0-7747-3451-5

Langan, John and Sharon Winstanley. *College Writing Skills with Readings.* Toronto: McGraw-Hill Ryerson, 1996. ISBN 0-07-552631-X

Lyons, Joseph. *Writing Fundamentals.* Scarborough: Prentice-Hall, 2000. ISBN 0-13-081751-1

MacLennan, Jennifer. *Effective Business Writing.* Scarborough: Prentice-Hall, 1995. ISBN 0-13-301391-X

Markel, Mike. *Technical Communication Essential.* Scarborough: Nelson, 1996.

Markel, Michael H., and Helen Holmes. *Technical Writing: Situations and Strategies.* Scarborough: Nelson, 1994. ISBN 0-17-604181-8

Northey, Margot. *Impact: A Guide to Business Communications.* Scarborough: Prentice-Hall, 1998. ISBN 0-13-838939-X

Raimes, Ann and Sarah Norton. *Keys for Writers.* Toronto: Nelson, 1998. ISBN 0-17-607307-8

Rogers, Douglas B. *Write of Way: Essay Strategies and Readings.* Scarborough: Prentice Hall, 1999. ISBN 0-13-020907-4

Sammons, Martha C. *The Internet Writer's Handbook.* Boston: Allyn and Bacon, 1999. ISBN 0-205-28784-0

Sneddon, S., L. Hopperton, and L. Fried. *Writing for Real: Practical Essay Strategies for Canadian Students.* Toronto: Nelson, 1996. ISBN 0-17-604933-9

Stewart Kay and Marian Allen. *Forms of Writing.* Toronto: Prentice Hall, 2000. ISBN 0-13-014464-9

Trimmer, Joseph. *A Guide to MLA Documentation.* Boston: Houghton Mifflin, 1999. ISBN 0-395-938511

Websites

Note: The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Beginner's Guide to Effective E-mail - style guide.
- http://www.webfoot.com/advice/email.top.html?Yahoo

E-Mail Tips - general help with signature lines, software, netiquette, discussion groups, etc.
- http://everythingemail.net/email_help_tips.html

Chat Etiquette - comical guide to being on chats and how to effectively use them.
- http://www.geocities.com/SouthBeach/Breakers/5257/Chatet.htm

Dark Mountain's Netiquette Guide - presents guidelines on email, chat, linking to other's sites, downloading their graphics, and other issues.
- http://www.darkmountain.com/netiquette/index.shtml

Netiquette [primenet.com]
- http://www.primenet.com/~vez/neti.html

Netiquette Primer
- http://jade.wabash.edu/wabnet/info/netiquet.htm

Cut-and-Paste Plagiarism: Preventing, Detecting and Tracking Online Plagiarism
- http://alexia.lis.uiuc.edu/~janicke/plagiary.htm

Welcome to Internet Detective: an interactive tutorial on evaluating the quality of Internet resources
- http://www.sosig.ac.uk/desire/internet-detective.html

A Business Letters Primer
- http://more.abcnews.go.com/sections/business/DailyNews/sbb_letter0317/index.html

In Search Of A Lost Art: How To Write A Business Letter
- http://www.cyberbee.com/science/buslet.html

OSS Considerations

A number of opportunities are presented in this course for making connections to *Choices into Action*, especially with respect to goal setting and developing an understanding of post-secondary destinations. A variety of uses of technology are also highlighted throughout the course.

Coded Expectations, English, Grade 11, College Preparation, ENG3C

Literature Studies and Reading

Overall Expectations

LSV.01 · read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on analysing information, ideas, and issues;

LSV.02 · demonstrate an understanding of the elements of a variety of informational and literary forms, with an emphasis on opinion pieces and the novel;

LSV.03 · identify elements of style in a variety of texts, with a focus on how the elements contribute to clear and effective communication.

Specific Expectations

Understanding the Meaning of Texts

LS1.01 – interpret and assess explicit and implicit ideas, issues, and information in informational and literary texts (e.g., summarize and assess the ideas in a magazine article; explain the major themes underlying the plot and characterization in a novel);

LS1.02 – select specific and relevant evidence from texts and use it to support interpretations and arguments (e.g., refer to specific actions and choices to explain a character's motives in a novel or play; use relevant facts from research in an oral report exploring both sides of a social issue);

LS1.03 – select and use a range of effective reading strategies (e.g., recall knowledge about a topic or theme from personal and other reading experiences to prepare for reading; adjust reading pace as the complexity of a text changes; reread challenging passages closely);

LS1.04 – compare their own ideas, values, and perspectives with those expressed or implied in a text (e.g., analyse the response of a fictional character in a crisis and compare it with their own probable reaction);

LS1.05 – explain the influence of the personal and social values and perspectives of authors and readers on texts and interpretations of texts (e.g., explain how the word choice in an article or report demonstrates the author's attitude towards the topic; describe their own and others' interpretations of a national or local news event or issue and suggest reasons for the similarities and differences; compare different representations of the same issue or historical event in two films or novels about heroism, war, or the immigrant experience).

Understanding the Forms of Texts

LS2.01 – explain how elements of opinion pieces and novels influence their meaning (*intensive study*) (e.g., explain how the language of a letter to the editor reveals the attitude of the author; explain how the narrator selected for a novel influences the reader's understanding of plot and character);

LS2.02 – explain how elements of a variety of literary forms other than novels and opinion pieces are used to enhance meaning (*extensive study*) (e.g., explain how characters' responses to crises contribute to the theme in different stories; show how the behaviour of a character in the early scenes of a drama foreshadows the ending of the play);

LS2.03 – explain how elements of informational texts contribute to meaning (e.g., describe how headings, subheadings, and illustrations are used to convey information in a report or manual; describe and assess how the organization of a report or short essay contributes to its effectiveness).

Understanding the Elements of Style

LS3.01 – describe the language of a variety of informational and literary texts and explain how the language is used to communicate information and express opinions and emotions (e.g., compare several business and technical reports to identify characteristics of a plain-language style; analyse editorials and explain the effects of their use of persuasive words; assess the authenticity of the characters' dialogue in a novel);

LS3.02 – explain how rhetorical and literary devices enhance meaning in informational and literary texts (e.g., assess the use of rhetorical questions as a means of introducing the topic or thesis of a report or essay; explain how hyperbole and understatement are used for ironic effect in a narrative);

LS3.03 – explain the effect on the reader of authors' choices of language, syntax, and rhetorical and literary devices by examining their own and others' interpretations of the style of texts;

LS3.04 – explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the importance of marginal notes, diagrams, and captions in a textbook or report; assess the value of supplementary information in boxes in newspaper and magazine articles; explain the role of introductory and concluding summaries in sections of a technical manual).

Writing

Overall Expectations

WRV.01 · use a variety of print and electronic primary and secondary sources to gather and analyse information and develop ideas for writing;

WRV.02 · select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;

WRV.03 · use a variety of organizational structures and patterns to produce coherent and effective written work;

WRV.04 · revise their written work, independently and collaboratively, with a focus on accuracy of information, clear expression, and consistent use of voice;

WRV.05 · edit ad proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01 – investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas (e.g., consult a CD-ROM to find information for a report about the author of a novel; identify the accessibility of relevant sources for a class presentation on a social issue);

WR1.02 – classify and organize information and ideas to suit specific forms and purposes for writing (e.g., sort information from different sources for a report on effective business practices; organize information to support the arguments for an opinion piece; use a graphic organizer to make connections between ideas or to show time order in a narrative);

WR1.03 – use information and ideas from prior knowledge and research to develop content for writing (e.g., interview an employee for an essay about teamwork and cooperation in business; apply knowledge of characterization techniques to write a short essay about the major character in a Canadian novel);

WR1.04 – analyse and assess the information and ideas gathered from a variety of print and electronic sources to determine whether they are accurate, current, sufficient, relevant, and suitable to the form and purpose for writing.

Choosing the Form to Suit the Purpose and Audience

WR2.01 – select and use appropriate informational or literary forms to produce written work for specific audiences and purposes, with an emphasis on reports, correspondence, and persuasive essays (e.g., summarize a magazine article on a topic of personal interest for a report to the class; write a letter requesting information about a college program; write a short essay presenting a solution to a community problem);

WR2.02 – select and use a level of language and a voice appropriate to the specific purpose and intended audience for business, technical, and personal communications (e.g., use an appropriate voice to convey information about a policy in a memo).

Organizing Ideas and Information in Written Work

WR3.01 – select and use appropriate organizational patterns to structure written work (e.g., use a question-and-answer structure to format an information pamphlet about a product or service; use chronological order and flashbacks to organize information about a character in a script; use classification to organize a class anthology of student writing);

WR3.02 – apply knowledge of report structure to organize written reports, using:

- ❑ an introduction that identifies the topic and explains its significance or poses an inquiry question;
- ❑ a body that presents information and data in connected and coherent paragraphs supported by graphics, illustrations, and charts;
- ❑ a conclusion that presents insights or recommendations;

WR3.03 – apply knowledge of essay structure to organize short essays, using:

- ❑ an introduction that engages the reader's interest, introduces the thesis or controlling idea, and previews the organization or content of the essay;
- ❑ a body that develops ideas logically and coherently and incorporates well-chosen, relevant evidence to support each idea;
- ❑ a conclusion that follows logically from the thesis and ideas developed in the body, summarizes the key points and organization in the body, and makes a thoughtful generalization related to the controlling idea;

WR3.04 – use organizational patterns such as cause and effect, classification, and definition to present information and ideas in reports and short essays.

Revising Drafts

WR4.01 – revise drafts to strengthen content and improve organization by adding details, deleting irrelevant information, and reordering ideas (e.g., revise a report to list a series of recommendations in order of priority; delete irrelevant arguments to enhance the impact of a persuasive essay; add details to reveal more about a character's motivations);

WR4.02 – revise drafts to increase precision and clarity of expression by incorporating appropriate business and technical language and transition words (e.g., use a dictionary and thesaurus to find specialized vocabulary to replace vague or inaccurately used words);

WR4.03 – revise drafts to ensure consistent use of an appropriate voice and tone (e.g., highlight pronouns to check for consistent use of person in a report or memo; use feedback from a peer conference to assess the appropriateness of voice used in a set of instructions or tone in a character's direct speech; examine writing for use of inclusive and anti-discriminatory language);

WR4.04 – revise drafts to integrate researched information, ideas, and quotations in an ethical manner (e.g., use parenthetical referencing; use transition words and phrases to provide a context for quoted material).

Editing, Proofreading, and Publishing

WR5.01 – cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or the traditional footnote/endnote system known as the Chicago style);

WR5.02 – produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., incorporate effective graphics, fonts, and typefaces to enhance the impact of a report; adapt an electronic template for a formal letter);

WR5.03 – compare their current writing skills with those required in a variety of college programs and occupations and make action plans to address identified needs;

WR5.04 – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

- ❑ Grammar and Usage: use parts of speech correctly, including participles and gerunds (e.g., use correctly the comparative and superlative degrees of adjectives and adverbs);
- ❑ Grammar and Usage: communicate clearly and correctly using a variety of correct sentences, including compound-complex sentences, and incorporating conjunctions, prepositional and gerund phrases, and noun, adjective, and adverb clauses;
- ❑ Grammar and Usage: make subjects agree with their predicates and pronouns with their antecedents, even when widely separated in a sentence or paragraph;
- ❑ Grammar and Usage: use active and passive verb voice to suit purpose and audience (e.g., use the active voice for clarity of expression; recognize the function of the passive voice as used in history and the sciences);
- ❑ Grammar and Usage: use correct parallel structure (e.g., use the same grammatical form to balance parallel ideas in a series; use parallel grammatical structure with correlative conjunctions such as *either . . . or*, *not only . . . but also*);
- ❑ Grammar and Usage: identify deliberate uses of ungrammatical structures in advertisements, poetry, and oral language;
- ❑ Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by analysing and correcting spelling errors (e.g., apply knowledge of rules and patterns when adding a suffix to words ending in y or silent e; understand the patterns for doubling final consonants before a suffix);
- ❑ Spelling: use homophones and commonly confused words correctly (e.g., learn spelling and use of *compliment/complement, site/sight/cite, eminent/imminent, emigrate/immigrate, climactic/climatic*);
- ❑ Spelling: spell correctly specific business, technical, and literary terms used in course materials;
- ❑ Spelling: use a variety of print and electronic resources to flag possible problems and improve spelling (e.g., recognize the limitations of electronic spell checkers; use dictionaries when in doubt about spelling);
- ❑ Punctuation: use punctuation, including the period, question mark, exclamation mark, comma, semicolon, colon, apostrophe, quotation marks, parentheses, brackets, and ellipses, correctly and for rhetorical effect (e.g., use parentheses to enclose supplementary material, personal digressions, or afterthoughts; use brackets to enclose words or phrases inserted into a quotation).

Language

Overall Expectations

LAV.01 · apply knowledge of vocabulary and language conventions to read, write, and speak effectively, with a focus on identifying, developing, and sustaining an appropriate voice;

LAV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in oral reports and other presentations.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LA1.01 – apply a variety of strategies to extend vocabulary through reading, with an emphasis on understanding concrete and abstract vocabulary and the denotation and connotation of words (e.g., use a thesaurus to find a more precise word to suit the context of a passage; assess the impact of concrete and abstract words in an editorial);

LA1.02 – apply knowledge of prefixes, suffixes, and roots to expand vocabulary (e.g., use an etymological dictionary to identify the original and expanded meanings of words);

LA1.03 – identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work;

LA1.04 – select and use vocabulary and figurative language to express themselves clearly in a variety of spoken and written communications, with a focus on developing a consistent voice;

LA1.05 – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

LA2.01 – communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and relevant supporting details; clarifying and extending the ideas of others; and understanding business and technical information and language and using it correctly;

LA2.02 – communicate orally in group discussions, applying such skills as the following: describing and fulfilling roles as required; preparing for discussion; contributing additional and relevant information; asking questions for clarification; completing assigned tasks for the group; summarizing the main ideas of the discussion; working towards consensus; and accepting group decisions when appropriate;

LA2.03 – use critical listening skills to analyse the content of oral presentations (e.g., write accurate summaries of main ideas and supporting details; assess the relevance of evidence, the validity of arguments, and the truth of conclusions);

LA2.04 – plan and prepare clear oral reports and presentations by researching information and ideas, organizing material, rehearsing, and revising;

LA2.05 – use techniques of oral presentation to communicate effectively, with a focus on clear organization, relevant examples, appropriate vocabulary and style, repetition for emphasis, and the use of voice projection, pace, gestures, timing, body language, visual aids, and technology;

LA2.06 – compare their current oral communication knowledge and skills with those required in a variety of occupations and college programs and make an action plan to address identified needs.

Media Studies

Overall Expectations

MDV.01 · use knowledge of the characteristics of media forms, representations, audiences, and industry practices to analyse a variety of media works;

MDV.02 · demonstrate an understanding of the interactions among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

MD1.01 – demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works (e.g., explain the intended appeal of images selected for specific advertisements; write a short essay on the theme of a feature film);

MD1.02 – explain how the form, style, and language of a variety of media forms communicate messages with specific social implications (e.g., explain how the characteristics of a national newspaper, a local newspaper, a local television newscast, and the Internet are reflected in the coverage of a major news story; compare the effectiveness of the language and style in a range of television news-magazine programs);

MD1.03 – explain the relationship between media works and their audiences (e.g., explain how specific features of a popular television series appeal to different family members; analyse the content and advertisements of a television show or issue of a magazine and draw conclusions about the demographics of the audience);

MD1.04 – explain the relationship between media works and media industry practices, including marketing and distribution methods (e.g., investigate the implications of product placement in films and television shows; research a promotional campaign to determine why it was successful or unsuccessful).

Creating Media Works

MD2.01 – design or create media works based on ideas, themes, and issues examined in this course (e.g., create a radio documentary or a photo essay on a day in the life of an athlete, using available resources);

MD2.02 – use knowledge of the interactions among form, purpose, audience, and production options to explain choices made in the design and production of media works (e.g., maintain a log to record decisions at various stages in the design and production process; present media works to peers and explain solutions to production problems).

Unit 1: You've Got Mail

Time: 22 hours

Unit Description

Students focus on the various forms of personal and business communication. They read letters used in a fictional context to gain an understanding of the importance of written communication in their private and public life. The use and implications of on-line communication is considered. The culminating activity is a collection of correspondence tied together by a common thread.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations: LSV.01, LSV.02, LSV.03, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MDV.01, MDV.02.

Unit Synopsis

Act 1.1	Making a Connection	8 minutes
Act 1.2.1	Literature: "Intimate Strangers" by Jill Smolowe	140 minutes
Act 1.2.2	Literature: "Macbeth" Act I, Scene 5 by William Shakespeare	70 minutes
Act 1.2.3	Literature: "Identities" by W.D. Valgardson	70 minutes
Act 1.3	Technology	360 minutes
Act 1.4	Language	240 minutes
Act 1.5	Culminating Activity	360 minutes

Activity 1.1: Making a Connection

Time: 80 minutes

Description

Students are introduced to letter writing as a means of informal communication. Students write a letter of introduction to the teacher promoting three personal aspects that make them an asset to the class. This allows the teacher to review the concept of writing for an identified audience and review the elements of a good letter. This letter is used as a diagnostic tool. Students look at the various aspects of sending and receiving a message. The first step in effective communication is to organize thoughts and ideas; the second step is to express them with appropriate language; the third step is to select a suitable form to communicate the message; the fourth step is the communication between the sender and receiver to make sure that the message is understood.

Strand(s) & Learning Expectations

Strands(s): Writing, Language

Overall Expectations

WRV.02 - select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;
WRV.03 - use a variety of organizational structures and patterns to produce coherent and effective written work;
LAV.01 - apply knowledge of vocabulary and language conventions to read, write, and speak effectively, with a focus on identifying, developing, and sustaining an appropriate voice.

Specific Expectations

WR2.02 - select and use a level of language and a voice appropriate to the specific purpose and intended audience for business, technical, and personal communications;
WR3.01 - select and use appropriate organizational patterns to structure written work;
LA1.02 - apply knowledge of prefixes, suffixes, and roots to expand vocabulary;
LA1.04 - select and use vocabulary and figurative language to express themselves clearly in a variety of spoken and written communications, with a focus on developing a consistent voice;
LA1.05 - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course.

Prior Knowledge & Skills

- Basic format for writing letters.

Planning Notes

- The teacher may decide to locate a short piece of literature that is written as a letter. For example, "Open Letter To The Mother Of Joe Bass" by Margaret Laurence, is a powerful piece of writing that states, "the belief that if we are to make ourselves known to one another, we must communicate with what is almost the only means we have - human speech."
- The teacher could have a song related to mail e.g., "Mr. Postman" by The Beatles or "The Letter" by The Box Tops playing as class enters.
- The emphasis in this profile and unit is on communication and so in this introduction the task is for students to write an informal letter promoting themselves as a student in your class.
- The teacher should write an anecdotal comment on each letter and return it to the student.

Teaching/Learning Strategies

1. The teacher asks students if they like receiving letters, postcards or email, what they like about receiving messages and how they feel about sending messages.
2. Students compile a list of reasons for sending messages. The teacher records these reasons on the board. Students sort suggestions into formal or informal (thank you, complaint, friendly, business, editor).
3. Students identify the unique components of letter writing (penmanship, stationery, sealing wax, collectable stamps).
4. The teacher introduces the idea that communication involves not only the sender but also the receiver and that to make sure that the message is understood there needs to be feedback from the receiver to confirm that the message was received and correctly interpreted.
5. The teacher distributes the checklist for the letter.
6. Students brainstorm the elements of promotion of ideas, products, and people (new and improved, dynamic, state of the art, innovative).
7. Students write a letter of introduction, following the checklist and including three points of information promoting themselves as students in the class.

Assessment & Evaluation of Student Achievement

Task	Tool	Achievement Chart
Letter of Introduction	Anecdotal Comment/checklist	K/U, T/I, C, A
Journal Entry	Anecdotal Comment	K/U, C

Accommodations

- An educational assistant might scribe the written work for the student who has difficulty with handwriting or language.

Activity 1.2.1: Literature: "Intimate Strangers" by Jill Smolowe

Time: 140 minutes

Description

Students read the essay "Intimate Strangers" by Jill Smolowe in order to examine the pros and cons of forming relationships or "communities" on-line. The essay explores the nature of real-life experience versus cyberspace. It employs critical thinking skills and provides practise in organizational and analytical skills through comparisons and contrasts. It introduces ways in which individuals may promote themselves through developing e-mail personalities as well as examining the dangers involved in such practices.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations

LSV.01 - read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on analysing information, ideas, and issues;
LSV.02 - demonstrate an understanding of the elements of a variety of informational and literary forms, with an emphasis on opinion pieces and the novel;
LSV.03 - identify elements of style in a variety of texts, with a focus on how the elements contribute to clear and effective communication;
WRV.01 - use a variety of print and electronic primary and secondary sources to gather and analyse information and develop ideas for writing;
WRV.02 - select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;
WRV.03 - use a variety of organizational structures and patterns to produce coherent and effective written work;
WRV.04 - revise their written work, independently and collaboratively, with a focus on accuracy of information, clear expression, and consistent use of voice;
WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;
LAV.01 - apply knowledge of vocabulary and language conventions to read, write, and speak effectively, with a focus on identifying, developing, and sustaining an appropriate voice;
LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in oral reports and other presentations.

Specific Expectations

LS1.01 - interpret and assess explicit and implicit ideas, and information in informational and literary texts;
LS1.02 - select specific and relevant evidence from texts and use it to support interpretations and arguments;
LS1.03 - select and use a range of effective reading strategies;
LS1.04 - compare their own ideas, values, and perspectives with those expressed or implied in a text;

LS1.05 - explain the influence of the personal and social values and perspectives of authors and readers on texts and interpretations of texts;
LS2.01 - explain how elements of opinion pieces and novels influence their meaning (intensive study);
LS3.01 - describe the language of a variety of informational and literary texts and explain how the language is used to communicate information and express opinions and emotions;
LS3.02 - explain how rhetorical and literary devices enhance meaning in informational and literary texts;
LS3.03 - explain the effect on the reader of authors' choices of language, syntax, and rhetorical and literary devices by examining their own and others' interpretations of the style of texts;
WR1.01 - investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas;
WR1.02 - classify and organize information and ideas to suit specific forms and purposes for writing;
WR1.03 - use information and ideas from prior knowledge and research to develop content for writing;
WR2.01 - select and use appropriate informational or literary forms to produce written work for specific audiences and purposes, with an emphasis on reports, correspondence, and persuasive essays;
WR2.02 - select and use a level of language and voice appropriate to the specific purpose and intended audience for business, technical, and personal communications;
WR3.01 - select and use appropriate organizational patterns to structure written work;
WR3.04 - use organizational patterns such as cause and effect, classification, and definition to present information and ideas in reports and short essays;
WR4.01 - revise drafts to strengthen content and improve organization by adding details, deleting irrelevant information, and reordering ideas;
WR4.02 - revise drafts to increase precision and clarity of expression by incorporating appropriate business and technical language and transition words;
WR4.03 - revise drafts to ensure consistent use of an appropriate voice and tone;
WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
LA1.01 - apply a variety of strategies to extend vocabulary through reading, with an emphasis on understanding concrete and abstract vocabulary and the denotation and connotation of words;
LA1.02 - apply knowledge of prefixes, suffixes, and roots to expand vocabulary;
LA1.03 - identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work;
LA1.04 - select and use vocabulary and figurative language to express themselves clearly in a variety of spoken and written communications, with a focus on developing a consistent voice;
LA1.05 - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for the course;
LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and relevant supporting details; clarifying and extending the ideas of others; and understanding business and technical information and language and using it correctly.

Prior Knowledge & Skills

- Use of a response journal.

Planning Notes

- Students are to keep a Response Journal throughout this unit. This journal is a place for writing about issues and ideas raised in the unit. Students may expect the teacher to respond to their writing at designated times.
- The teacher needs to remind students to use a separate notebook to be used for the Journal.

- The teacher may wish to substitute a different essay for "Intimate Strangers". See Resources for suggested alternate texts.
- The teacher provides a graphic organizer for a business letter and reviews with students appropriate style and form for letter writing. Templates for letters, memos, resumes, agendas, minutes, and pamphlets are available on various word processing packages.

Teaching/Learning Strategies

1. Before reading the essay, the teacher asks students to tell about their opinions of relationships developed through computer networks. What experiences have they had in meeting people this way? Do they think they can trust people they have met on-line? Do they believe people often misrepresent themselves when they enter chat rooms? Do they think that everything that is communicated by computer is to be taken seriously? What dangers are they aware of, or what problems may occur, when people meet in cyberspace?
2. The teacher reads the essay "Intimate Strangers" by Jill Smolowe to the class. The teacher reviews vocabulary from the word study on Appendix 2.1-1 as the essay is read. Students add to the vocabulary list new words that have been created from technology; for example, DVD player.
3. The teacher discusses with students the Literature Study questions on Appendix 2.1-1 and makes connections to the idea of self-promotion through computer identities.
4. The teacher may assign a Journal response for homework at the end of day one. The teacher allows a few volunteers to read their journal entries aloud the next day and facilitates a brief discussion of responses to refocus students on day two.
5. The teacher explains the graphic organizer for the letter.
6. The teacher leads a discussion about selecting appropriate language and style for different audiences.
7. Students write a three-paragraph personal letter to Dan Marsh, Marcia Bowe, Christine Rance or any other person whose experience with on-line relationships described in "Intimate Strangers" interests them. Students explain their thoughts and ideas about the experience this person had and express their own opinions about the pros and cons of developing relationships or communities in cyberspace.
8. Students use the checklist from Appendix 2.1-2 and the Personal Letter Rubric from Appendix 2.1-3 to work with a peer editor to receive feedback before making revisions to their letter and making a polished copy.

Assessment & Evaluation of Student Achievement

Task	Tool	Achievement Chart
Letter	Rubric	K/U; T/I; C; A
Journal Response	Anecdotal Comment	K/U; T/I; C

Accommodations

- The teacher may wish to provide a copy of the organizer for students who are appropriately identified in their IEP as having difficulty with organization.

Activity 1.2.2: Literature: *Macbeth* Act I, Scene 5 by William Shakespeare

Time: 70 minutes

Description

Students read (or view) Act I Scene 5 of *Macbeth* by William Shakespeare, in which Lady Macbeth receives a letter from her husband reporting recent events involving his meetings with the witches and their prophecies for his future advancement. The scene provides an example of how letters are used in literature to develop plot and character. Students use their knowledge of character and plot to write a memorandum. "Zero Hour" by Ray Bradbury may be used as an alternate selection.

Prior Knowledge & Skills

- Familiarity with different genres of literature.
- Some knowledge of literary devices.

Planning Notes

- The teacher prepares a brief summary of *Macbeth*, either written or oral, to provide a context for the scene students will read.
- The teacher may find it useful to locate a video version of *Macbeth*. Students may view the scene in addition to having students read the scene. The teacher may wish to read the role of Lady Macbeth. Student volunteers could easily handle the roles of the Messenger and Macbeth.
- Cue the video to Act I, Scene 5
- The teacher needs to locate a model memorandum.

Teaching/Learning Strategies

1. The teacher discusses with students the importance of reading literature as a way to broaden their understanding of people and events in a non-threatening venue. Students may brainstorm the reasons that people read and how there are different reading strategies for different genres. Students should be reminded that everything they read becomes a part of their identity and knowledge base. The concept of allusion could be introduced at this point.
2. The teacher briefly introduces the main characters of *Macbeth* and summarizes the events, which have happened in scenes 1-4 of Act I to establish the situation as Scene 5 begins.
3. Student volunteers read the parts of Macbeth and the Messenger. The teacher may wish to read the part of Lady Macbeth; however, if there is a skilled reader in the class, a student may take the part of Lady Macbeth.
4. The teacher leads students in a discussion of the scene, using the questions on Appendix 2.2 -1a.
5. Students review the scene to confirm their understanding of Lady Macbeth's motives and the importance of the letter (e.g., video or class reading).
6. Students write a memorandum from Lady Macbeth to the servants in the Castle at Inverness. In this memorandum, she reports the news her husband has sent and gives instructions for preparations for the King's visit.
7. The teacher reviews the literary devices of simile and metaphor.

Assessment & Evaluation of Student Achievement

Task	Tool	Achievement Chart
Journal Response	Anecdotal Comment	K/U; T/I; C
Memo	Checklist	K/U; T/I; C, A

Activity 1.2.3: Literature: "Identities" by W.D. Valgardson

Time: 70 minutes

Description

Students read the short story "Identities" by W.D. Valgardson to explore the importance of appearance in presenting an image of self. The story examines the contrast between appearance and reality and how appearances can be misleading. Students are asked to reflect on their own experiences with people in authority such as teachers, police, or store managers and consider to what extent their appearance may have influenced these encounters. Students demonstrate their understanding of the importance of appearance by filling out an incident report on the events in the story.

Prior Knowledge & Skills

- Writing a supported opinion.

Planning Notes

- The teacher prepares an appropriate form for the police report such as the one in Appendix 2.4-1 (Incident Report).

Teaching/Learning Strategies

1. Before reading the story, the teacher asks students to list popular fashion statements and indicate the message that might be sent to adults.
2. Students write a Journal Response on ONE of the following topics:
   a) Write about the importance of a dress code for school or work. Provide a few guidelines for students or workers and explain why these dress guidelines are important.
   b) Write about a personal experience in which you suffered unfair treatment because of the way you were dressed. Explain why you think this happened and offer a solution to the problem so that is does not happen again and/or tell what you learned from this experience.
3. The teacher leads a discussion of the Literature Study questions on Appendix 2.3-2 and makes connections to the idea of promoting an image through dress and grooming.

Assessment and Evaluation of Student Achievement

Task	Tool	Achievement Chart
Incident Report	Teacher and Partner Anecdotal Comments	K/U; T/I; C
Journal Response	Anecdotal Comments	K/U; T/I; C

Formative

- The teacher assesses students' responses to the literature study with anecdotal comments.
- Students share their police reports with a partner for informal feedback.
- The teacher reads the Incident Reports and provides anecdotal comments.

Accommodations

- Peer tutors could be assigned to assist exceptional students.

Resources

Valgardsen, W.D. "Identities." *Windows and Mirrors,* Volume 2. Scarborough: Prentice Hall, 1987.

Activity 1.3: Technology

Time: 360 minutes

Description

Students discuss the advantages and disadvantages of promotion for both a large organization and a small company, with reference to media representations. They explore current problems for companies (both big and small) as they strive for success in a rapidly changing technological environment.

Strand(s) & Learning Expectations

Strand(s): Writing, Language, Media Studies

Overall Expectations

WRV.02 - select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;
WRV.03 - use a variety of organizational structures and patterns to produce coherent and effective written work;
WRV.04 - revise their written work, independently and collaboratively, with a focus on accuracy of information, clear expression, and consistent use of voice;
WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;
LAV.01 - apply knowledge of vocabulary and language conventions to read, write, and speak effectively, with a focus on identifying, developing, and sustaining an appropriate voice;
LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in oral reports and other presentations.
MDV.01 - use knowledge of the characteristics of media forms, representations, audiences, and industry practices to analyse a variety of media works.

Specific Expectations

WR2.01 - select and use appropriate informational or literary forms to produce written work for specific audiences and purposes, with an emphasis on reports, correspondence, and persuasive essays;
WR2.02 - select and use a level of language and a voice appropriate to the specific purpose and intended audience for business, technical, and personal communications;
WR3.01 - select and use appropriate organizational patterns to structure written work;
WR3.04 - use organizational patterns such as cause and effect, classification, and definition to present information and ideas in reports and short essays;
WR4.01 - revise drafts to strengthen content and improve organization by adding details, deleting irrelevant information, and reordering ideas;
WR4.02 - revise drafts to increase precision and clarity of expression by incorporating appropriate business and technical language and transition words;
WR4.03 - revise drafts to ensure consistent use of an appropriate voice and tone;
WR5.02 - produce, format, and publish written work, using appropriate technology to share writing with intended audiences;
LA1.02 - apply knowledge of prefixes, suffixes, and roots to expand vocabulary;
LA1.03 - identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work;
LA1.04 - select and use vocabulary and figurative language to express themselves clearly in a variety of spoken and written communications, with a focus on developing a consistent voice;

LA1.05 - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course;
LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and relevant supporting details; clarifying and extending the ideas of others; and understanding business and technical information and language and using it correctly;
LA2.05 - use techniques of oral presentation to communicate effectively, with a focus on clear organization, relevant examples, appropriate vocabulary and style, repetition for emphasis, and the use of voice projection, pace, gestures, timing, body language, visual aids, and technology;
MD1.01 - demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works;
MD1.02 - explain how the form, style, and language of a variety of media forms communicate messages with specific social implications;
MD1.03 - explain the relationship between media works and their audience.

Prior Knowledge & Skills

- Oral and listening skills.
- Use of graphic organizers.

Planning Notes

- The teacher reviews the terminology of concepts such as e-mail, voice mail, chat rooms, MSN, cyber-relationships.
- The teacher reviews a film such as "You've Got Mail" or "The Shop Around the Corner," an earlier version of the same story. If these films are used, teachers will have to consult policies on the use of such films.
- The teacher collects samples of e-mail messages and articles from publications on the topic.
- Students may assist with this collection of items for discussion.
- Students are expected to keep a Personal Response Journal throughout this unit. This journal is a place for informal writing about issues and ideas raised in this unit.
- The teacher responds to students' writings at various times.

Teaching/Learning Strategies

1. The teacher leads a class discussion on dealing with businesses both big and small.
2. Students record, in a T-chart, the advantages and disadvantages of dealing with small business and big business. Which is the preferred choice?
3. Students discuss the reasons for the popularity of e-mail communication.
4. Students discuss how electronic means of communication affect characters' interaction, with reference to a movie such as "You've Got Mail" (see Appendix 2.3.1 as a guide to discussion).
5. Students also look at the role of technology in promotion.
6. Students use their findings to design a pamphlet outlining the rules of etiquette or 'netiquette' for using e-mail, including cautionary notes and safety issues when engaging in chat room discussions. The pamphlets could be directed at a particular audience (e.g., teenagers, the elderly, new Canadians, those new to the Internet, etc.)

Assessment & Evaluation of Student Achievement

Task	Tool	Achievement Chart
Discussion	Observation Checklist	T/I; C
Journal Response	Anecdotal Comment	K/U; T/I; C
Pamphlet	Checklist	K/U; T/I; C; A

Accommodations

- The teacher may wish to provide a copy of an organizer for students who are appropriately identified in their IEP as having difficulty with organization.

Resources

Film: "You've Got Mail"
Northey, M. *Impact: A Guide To Business Communication*. Toronto: Ziff- Davis, 1998.
Websites: Netiquette - http://www.albion.com/netiquette/
This site is the web version of a book by the same name and is very comprehensive. Teachers and students can use the table of contents to select from a vast array of information.

Activity 1.4: Language

Time: 240 minutes

Description

Students continue to look at the use of language and symbols in electronic communications and their impact on communication. These activities expand on the earlier work in this unit on the idea of delivery of information through various mediums to different audiences. As a summary, students focus on the issues involved in planning in order to accomplish a task. Students continue to work with peer editing.

Strand(s) & Learning Expectations

Strand(s): Language

Overall Expectations

LAV.01 - apply knowledge of vocabulary and language conventions to read, write, and speak effectively, with a focus on identifying, developing, and sustaining an appropriate voice;
LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in oral reports and other presentations.

Specific Expectations

LA1.03 - identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work;
LA1.04 - select and use vocabulary and figurative language to express themselves clearly in a variety of spoken and written communications, with a focus on developing a consistent voice;
LA1.05 - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course;
LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and relevant supporting details; clarifying and extending the ideas of others; and understanding business and technical information and language and using it correctly;
LA2.05 - use techniques of oral presentation to communicate effectively, with a focus on clear organization, relevant examples, appropriate vocabulary and style, repetition for emphasis, and the use of voice projection, pace, gestures, timing, body language, visual aids, and technology.

Prior Knowledge & Skills

- Peer editing skills.

Planning Notes

- Students should be familiar with concepts such as e-mail, voice mail, and chat rooms and the terminology associated with these business communications.
- The teacher reviews the planning of a "Town Council" meeting (English Course Profile, Grade10, Applied).
- The teacher collects samples of simile and metaphor.
- The teacher needs a copy of "Roberts Rules of Order."
- The teacher reviews the four C's of business communication: clear, concise, courteous, and consistent.

Teaching/Learning Strategies

1. Students discuss the problems related to using or being on the receiving end of a voice mail message.
2. Students discuss what makes an effective voice mail message and some of the issues around voice mail.
3. Students write and record an effective voice mail message, in the role of a worker in a business environment using the 4 Cs: clear, concise, courteous, consistent.
4. The written message may be peer-edited by fellow students.
5. Students may choose to work with a partner to role-play the situation that can occur when companies use voice mail to direct calls and receive information.
6. Students create a top-ten list, identifying the best/worst features of a message.
7. Students create a memo for the workplace directing employees not to play video games on computers, send or receive personal e-mail, or forward jokes, etc., internally.
8. Students organize a Town Hall meeting on the issue: Keep Warehouse Stores out of our community.
9. Students list ways that 'box stores' attract customers.
10. Students set the agenda, choose their roles and become familiar with "Roberts Rules of Order."
11. Students review dictionary use focusing on roots, prefixes, and suffixes and take a Scavenger Hunt Quiz.

Assessment & Evaluation of Student Achievement

Task	Tool	Achievement Chart
Voice Mail Message	Anecdotal Comment	C
Top Ten List	Anecdotal Comment	K/U; T/I
Town Hall Meeting Agenda	Checklist	C
Memo	Checklist	T/I; C

Resources

Voice Mail Etiquette - http://www.colostate.edu/Depts/CoopExt/PUBS/OCTNEWS/oc990201.html
This is a short (one page) outline of do's and don'ts for both the sender and the receiver

Telecommunications Voice Mail Procedures http://idc.valencia.cc.fl.us/telcom/voicemail3.htm

Peer Editing - http://www.usm.maine.edu/lac/student/writing/peeredit.html
This site provides some basic checklists for completing both a simple and a more complex peer edit.

Activity 1.5: Culminating Activity

Time: 360 minutes

Description

In this activity students create a collection of correspondence that includes the different types of communication covered in Unit 1. This activity also reinforces the focus of Units 2, 3, 4, and 5 by reflecting on the importance of promotion, the global community, perception vs. reality, and planning.

Strand(s) & Learning Expectations

Strand(s): Writing, Language, Media Studies

Overall Expectations

WRV.02 - select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;
WRV.03 - use a variety of organizational structures and patterns to produce coherent and effective written work;
WRV.04 - revise their written work, independently and collaboratively, with a focus on accuracy of information, clear expression, and consistent use of voice;
WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;
LAV.01 - apply knowledge of vocabulary and language conventions to read, write, and speak effectively, with a focus on identifying, developing, and sustaining an appropriate voice;
MDV.01 - use knowledge of the characteristics of media forms, representations, audiences, and industry practices to analyse a variety of media works;
MDV.02 - demonstrate an understanding of the interactions among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Prior Knowledge & Skills

- Concepts and skills covered in this unit.

Planning Notes

- The teacher should make arrangements with the Library/Resource Centre for students to develop and polish their writing pieces.
- The teacher may provide examples of books of correspondence compiled as models.
- The teacher may have students investigate selected webpages for design ideas.
- The teacher should remind students that the time allotted for this subtask is limited, so they have to use their time effectively.
- Students may need direction on the use of the rubric in order to self-assess their work.
- The teachers should keep copies of exemplary work.

Teaching/Learning Strategies

1. The teacher describes this subtask as the culminating activity for the unit and distributes the rubric for discussion.
2. Students work in small groups to brainstorm the effects of technology on the following:
   a) the social skills/health of teenagers b) communication in the workplace c) customer service.

3. Students select one of the topics and develop a statement/message on their chosen topic. For example: (a) Computer language is replacing body language (b) Is anybody there? (c) Computer service is eliminating customer rage.
4. Students create a collection of correspondence to illustrate the effect of technology in a chosen area. The collection includes five different pieces of correspondence to communicate their message in the appropriate format, organizational pattern and language: (a) voice mail message (b) Internal memo (c) pamphlet (d) letter (e) incident report.
5. Students design and create a media work to hold the correspondence. It can be either:
   a) as mailbox that visually promotes the message presented in the written messages.
   b) a dropdown mailbox/menu that appears on a computer screen to promote the written message.

Assessment & Evaluation of Student Achievement

Task	Tool	Achievement Chart
Collection of Correspondence and Media Work	Rubric	K/U; T/I; C; A

Accommodations

The teacher may provide a message for students to use in correspondence.

Resources

Film

"You've Got Mail"

Literature and Writing

Barclay, Linwood. "Jam pack your voice-mail greeting with info". *The Toronto Star*, Dec. 18, 2000.

Bradbury, Ray. "Zero Hour" in Davies and Kirkland, eds. *Imagining*, 2nd ed. Toronto: Gage Educational Publishing, 1990. ISBN 0-7715-1104-1 (a story about an alien invasion of Earth)

Fitzgerald, F. Scott, "This Above All" in Green, Joan M. and Ian W. Mills, eds. *In Your Own Words 2.* Toronto: Holt, Rinehart and Winston, 1982. ISBN 0-03-920168-6 - fatherly advice to a daughter.

Hiller, Ernest, "The Little Shop on Main Street" in Green, Joan M. and Ian W. Mills, eds. *In Your Own Words 2.* Toronto: Holt, Rinehart and Winston, 1982. ISBN 0-03-920168-6 (article about a small family business, marketing, and hard work)

O'Brien, Stephen, "Putting out the call for cell phone etiquette" *The Toronto Star*, Dec. 26, 2000.

Souster, Raymond, "Shoe Store" in Green, Joan M. and Ian W. Mills, eds. *In Your Own Words* 2. Toronto: Holt, Rinehart and Winston, 1982. ISBN 0-03-920168-6 (poem about changes in business and the importance of the personal touch)

Sting, "Message in a Bottle" in Hilker, Little, and Protheroe, eds. *Your Voice and Mine 4.* Toronto: Holt, Rinehart and Winston, 1989. ISBN 0-03-921797-3 (song about a lonely castaway's message in a bottle)

Valgardson, W.D., "Identities", in Chapman, Marilyn. ed. *Windows and Mirrors Volume 2.* Scarborough: Prentice-Hall, 1987. ISBN 0-13-960485-5 (story of a man's journey in search of his past)

Writing

Aker and Hodgkinson, eds. *Language and Writing 10.* Toronto: Nelson, 2001. ISBN 0-17-61872-0

Costello, Palmer, and Smitheram, eds. *Contacts Teaching Literacy and Communication Across the Curriculum.* Toronto: Educational Services, Ontario Secondary School Teachers Federation, 1997. ISBN 0-920-930-84-0

Culliford, Sheila. *The Keyboarding Book.* Toronto: John Wiley & Sons, 1986. ISBN 0-471-79714-6

Liles, Brendel and Krause. *Typing Mailable Letters*. Toronto: McGraw-Hill Ryerson, 1986.
ISBN 0-07-548792-6

Ontario School Library Association. *Information Studies Kindergarten to Grade 12*. The Ontario Library Association, 1999. (this document is available at the OLA Website at http://www.ola.amlibs.ca)

Sanderson, Marjorie. *It's All Rough Draft!* Toronto: McGraw-Hill Ryerson, 1986.
ISBN 0-07-548972-4

Appendix 2.1-1

Literature Study: "Intimate Strangers" by Jill Smolowe

Vocabulary Study

adulation	obstacle	liberating	phantom
distort	dilute	denizens	indiscriminately
virtual	veteran	fragmentation	dispel

Study Questions

1. Working with a partner, discuss the positive and negative possibilities of attempting to form both romantic relationships and communities on-line. Using the chart paper and markers, create a T-chart that summarizes the positive experiences of three people and the negative experiences of three people as described in Smolowes' essay. Be prepared to share your ideas with the class.
2. a) Smolowe uses juxtapositions such as intimate strangers and virtual friendship. Discuss these phrases with your partner and decide what effect results from these word choices.
   b) Find two or three more words or phrases in the essay that you and your partner find particularly effective. Be prepared to report your selections to the class and to explain the effect of each.
3. Reread the last three paragraphs of the essay - those following the * on p. 111.
   a) Smolowe compares the technology of electronic communication to the telephone and automobile. What similarity does she see? Do you agree? Why or why not?
   b) Explain the metaphorical use of the word *stitch* when Smolowe writes that technology…helps stitch those fragments back together again.
   c) Explain what you think Jones meant by: *There are e-mail addresses that have more status than others*.

Journal Response

Select ONE of the following topics.

a) Write about either a positive or negative experience you have had meeting someone in cyberspace. How has this experience influenced your use of e-mail or chat rooms?
b) If you have not entered into the world of cyberspace, tell why you have chosen not to get involved with this technology.

Appendix 2.1-2

Personal Letter Checklist

(can be rated as needs improvement, satisfactory, good, excellent)

Knowledge/Understanding • Writer's address appears at top right corner • Date appears under the address • Letter contains a greeting • Suitable spacing between parts of the letter and between paragraphs • Paragraphs are not indented • Suitable closing • Signature	**Communication** • Letter is organized logically and coherently • Each paragraph is unified (focuses on ONE topic), clear, concise, courteous • Vocabulary is appropriate • Uses first person point of view • Clear, distinctive writer's voice • Style is suitable for intended audience
Thinking/Inquiry • Includes detailed information and examples • Letter is interesting and informative • Writer's opinions and ideas are evident	**Application** • Spelling • Grammar • Punctuation • Sentence structure: sentences are correct and varied in length and type

Appendix 2.1-3

Personal Letter "Intimate Strangers"

Assignment: Write a three paragraph personal letter to Dan Marsh, Marica Bowe, Christine Rance or any other person whose experience with on-line relationships in "Intimate Strangers" interests you. Explain your thoughts and ideas about the experience this person had and express your opinions about the pros and cons of developing relationships or communities in cyberspace.

Personal Letter Assignment Rubric

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge/ Understanding Understands the uses and effects of aesthetic elements (point of view, voice, and personal letter format)	- uses first person point of view inconsistently - unclear, or inappropriate voice - uses personal letter format inconsistently	- uses first person point of view somewhat consistently - uses a voice that is clear but inconsistent - uses personal letter format somewhat inconsistently	- uses first person point of view consistently - uses a voice that is clear and consistent - uses personal letter format consistently	- uses first person point of view consistently and effectively - uses a voice that is distinctive and confident - uses personal letter format consistently and effectively

Appendix 2.1-3 (Continued)

Thinking/ Inquiry Demonstrates critical and creative thinking skills	- shows limited understanding of the issues and experience of the intended audience; unclear expression of personal opinions and ideas	- shows some understanding of the issues and experience of the intended audience; somewhat clear expression of opinions and ideas	- shows considerable understanding of the issues and experience of the intended audience; clear expression of personal opinions and ideas	- shows insightful understanding of issues and experience of the intended audience; confident, clear expression of personal opinions and ideas
Communication Communicates information and ideas with logical organization communicates for different purposes and audiences (choice of language and style)	- organizes the content in a series of random points - uses vocabulary and style that is inappropriate for the audience and purpose	- organizes the content clearly - uses vocabulary and style that is somewhat appropriate for the audience and purpose	- organizes the content clearly and coherently - uses vocabulary and style that are appropriate for the audience and purpose	- organizes content clearly, coherently and creatively - effectively uses vocabulary and style that are appropriate for the audience and purpose
Application Applies language conventions (grammar, usage, spelling, punctuation)	- uses language conventions with limited accuracy and effectiveness; errors sometimes impede expression and comprehension	- uses language conventions with some accuracy and effectiveness; errors occasionally detract from meaning	- uses language conventions with considerable accuracy and effectiveness; errors do not detract from overall meaning	- uses language conventions skilfully and effectively all or almost all the time; errors may be the result of risks taken by the writer and do not detract from overall meaning

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment.

Appendix 2.2-1

Literature Study: "Macbeth", by William Shakespeare, Act I, Scene 5

Vocabulary Study

mortal		missives	chastise		impedes	dispatch
compunctious	metaphysical	tidings		fatal		

Study Questions

1. Summarize the news reported in the letter.
2. Lady Macbeth knows her husband well. After she reads his letter she says he is "too full o' the milk of human kindness/To catch the nearest way." (I, 5, 16-17) Explain what quality she attributes to her husband and tell why this may be an obstacle for him now.
3. Lady Macbeth resolves to help her husband become King by plotting the murder of the present King Duncan. List three clues which outline her plans.
4. Shakespeare is known for his poetic style of writing. Reread Lady Macbeth's speech, lines 60 - 70.
   a) Explain the meaning of the simile when she tells her husband Your face, my thane, is as a book, where men/ May read strange matters. (I, 5, 62-63)
   Explain the simile when Lady Macbeth instructs her husband to look like the innocent flower,/ But be the serpent under't. (I, 5, 65-66)
5. Write a memorandum from Lady Macbeth to the servants in the Castle at Inverness. In this memorandum, report the news from her husband and give instructions for the King's visit.

Journal Response

Select ONE of the following topics.

a) Lady Macbeth told her husband to "Leave all the rest to me." What are your thoughts about a wife taking over for her husband and making all the plans and decisions?
b) As in Macbeth, many people have dreams of success, of becoming great leaders in their work, in politics or business. What are your thoughts on how people should achieve such success? Should they do anything to be successful?

Appendix 2.3.1

"You've Got Mail"

Vocabulary Study

voice mail	server	website/webpage	cracker	domain	browser	firewall
privacy	issues	intellectual property	Napster	DVD	attachment	

Study Questions

1. Identify the implications of voice mail in the business world and its effects upon the consumer. Focus on the disadvantages and advantages.
2. What are the implications of these forms of technological communications on the workplace? Do they improve employees' working life, or make it more difficult and why?
3. Every new technology brings with it its own jargon and lingo. What has been your experience with this new 'language'? What are some of the new words that have been developed?
4. Compare the difference(s) in service that you receive in both large stores and big stores. How is customer loyalty being undermined?
5. Explain the paradox of using e-mail for impersonal communication of personal subjects.
6. Why is Internet communication so popular?

Appendix 2.3.1 (Continued)

Journal Responses

a) Do you find a distinct generation gap between you and your parents' generation around these new technologies? What particular problems (or benefits) are there?

b) Which type of communication do you prefer and why?

You've Got Mail - Culminating Activity Rubric

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69 %)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge/ Understanding Knowledge of community and character	- limited knowledge of information and inconsistent portrayal	- some knowledge of information and inconsistent portrayal	- considerable, detailed knowledge and consistent portrayal	- thorough, detailed, insightful knowledge; confident and sensitive portrayal
Knowledge of style and form of correspondence	- demonstrates limited knowledge of style and form	- demonstrates some knowledge of style and form	- demonstrates considerable knowledge of various styles and forms	- demonstrates thorough knowledge of a variety of styles and forms of correspondence
Thinking/ Inquiry Demonstrates critical and creative thinking skills in revealing information and character	- applies few inquiry skills	- applies some inquiry skills	- applies most inquiry skills	- applies all or almost all inquiry skills
Communication Communicates information and ideas with logical organization	- organizes the content in a series of random points	- organizes content clearly	- organizes content clearly and coherently	- organizes content clearly, coherently and creatively
Communicates for different purposes and audiences (choice of language, style, point of view, voice and format)	- uses unclear, imperceptible or inappropriate voice and language; inappropriate style, point of view and unsuitable format	- uses voice that is clear but inconsistent; inconsistent point of view; some control of format; some sense of style	- uses clear and consistent voice and point of view; considerable control of format; appropriate style	- uses distinctive, voice; consistent point of view; effective vocabulary; confident control of various forms of correspondence

Appendix 2.3.1 (Continued)

Application Mailbox (drop down) Content Design (balance, colour, emphasis, focal point, line, harmony, proportion, shape, space, texture, movement)	- work shows an emerging understanding of the purpose of conveying a visual message; work lacks focus - demonstrates little or no attempt to use design techniques	- work provides a clear visual message - uses some design techniques to deliver a message	- work provides a clear, interesting, visual message; shows an understanding of the function and purpose of the medium, put together in a way that creates a memorable visual image - uses several design techniques to deliver a clear, interesting message	- work provides a clear, visual message at the literal and symbolic levels; shows understanding of function and purpose of the medium; puts together the work to activate thinking in the intended audience - uses several design techniques in a creative, confident, skillful way to deliver a powerful message
Conventions	- uses language conventions with limited accuracy and effectiveness; errors sometimes impede expression and comprehension	- uses language conventions with some accuracy and effectiveness; errors occasionally detract from meaning	- uses language conventions with considerable accuracy and effectiveness; errors do not detract from overall meaning	- uses language conventions skillfully and effectively all or almost all the time; errors may be the result of risks taken by the writer
Technology Choice of tools and software, ethical use	- limited use of technology	- some use of technology	- considerable use of appropriate technology to enhance work	- skillful, confident, effective use of appropriate tools and software with a high degree of effectiveness
Making Connections Connects teenagers and their community	- few, unclear connections between teenagers and their community	- some obvious connections between teenagers and their community	- considerable, appropriate connections between teenagers and their community	- connections between teenagers and their community are insightful, thoughtful

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment.

Appendix 2.3.1 (Continued)

Personal Response Journal Rubric

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Thinking/ Inquiry	- demonstrates limited understanding of relationships among author, text, and reader - limited ability to ask questions, interpret, analyse or form conclusions - limited evidence of reflection, analysis, explanation	- demonstrates some understanding of relationships among author, text, and reader - some ability to ask questions, interpret, analyse or form conclusions - some evidence of reflection, analysis, explanation	- demonstrates understanding of relationships among author, text, and reader - reveals ability to ask questions, interpret, analyse and form conclusions - evidence of reflection, analysis, explanation	- demonstrates growing understanding of relationships among author, text, and reader - reveals ability to ask insightful questions, interpret, analyse skilfully, and form logical conclusions - evidence of insightful reflection, analysis, explanation
Communication	- ideas lack clarity and effectiveness - ideas are not well formulated or developed and do not flow logically - many entries are missing and many are incomplete - demonstrates limited ability to use a variety of forms or to write from different points of view	- ideas show some clarity and effectiveness - ideas are somewhat developed and show evidence of logical flow - most entries are recorded but some are incomplete - demonstrates some ability to use a variety of forms and to write from different points of view	- communicates ideas with clarity and effectiveness - ideas are well formulated, well developed, and flow logically - all entries are recorded and most appear complete - demonstrates considerable ability to use different forms and to write from different points of view	- communicates ideas with clarity, precision, and insight - ideas are well formulated, developed, insightful, original, and flow logically - all responses recorded, are thorough, and complete - consistently demonstrates ability to use a wide range of forms and to write confidently with insight from a variety of points of view

Appendix 2.3.1 (Continued)

Application	- limited ability to relate selections to one another and make comparisons - entries lack consideration of peer or teacher response	- some ability to relate selections and make comparisons - shows some consideration of peer or teacher response	- demonstrates ability to relate selections and make comparisons - considers and values peer or teacher response and notes revised perspective	- exceptional ability to relate selections and make insightful comparisons - considers and values peer or teacher response; entries offer evidence of a revised perspective
Application	- limited ability to relate selections to one another and make comparisons - entries lack consideration of peer or teacher response	- some ability to relate selections and make comparisons - shows some consideration of peer or teacher response	- demonstrates ability to relate selections and make comparisons - considers and values peer or teacher response and notes revised perspective	- exceptional ability to relate selections and make insightful comparisons - considers and values peer or teacher response; entries offer evidence of a revised perspective

Note: Response Journal writing is considered to be first draft writing. Students are not expected to revise, edit, and rewrite Journal entries. While students are expected to write carefully and correctly, language conventions are not evaluated in Journal responses.
Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment.

Appendix 2.4-1

Incident Report

a) Investigating Officer _____
b) Date of Incident: _____ Date of Investigation: _____
c) After completing the investigation, complete the following:
   Officer's description of the suspect:
   Officer's description of his actions upon encountering the suspect:
   Officer's explanation (justification) for actions taken at the scene:
d) Summary of interviews with witnesses and family members:
e) Interview one, two, three
f) Conclusions and Recommendations: